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ABSTRACT

Information on teaching in Canadian public schools is the primary focus of this booklet which answers frequently asked questions, received by the Canadian Teachers' Federation, on teaching conditions and requirements, resources, and institutions. Topics covered are: (1) the roles, duties, and qualifications of teachers; (2) teaching outside the public schools and in other related occupations; (3) education and qualifications; (4) salaries, benefits, and opportunities for advancement; (5) teachers' associations; (6) retirement, appointment, and tenure; (7) moving from province to province and teacher exchange programs; (8) qualification requirements for teachers from abroad; (9) working conditions; (10) finding a position; and (11) teacher supply and demand. Tables provide data on requirements, salaries, and areas of demand in the provinces. Appendices supply addresses of departments of education, teacher organizations, qualification and placement agencies, and major Canadian newspapers. A list of 22 references is included. (FG)

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TEACHING IN CANADA

1982

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CANADIAN TEACHERS' FEDERATION

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TEACHING IN CANADA

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Preface

Every year the Canadian Teachers' Federation receives many requests from students, from various institutions and from teachers about teaching as a career, conditions to be met by teachers moving from one province to another, and requirements for teachers from other countries who wish to teach in Canada.

This booklet is an attempt to answer some of the most frequently asked questions and to provide a guide to other publications and institutions which can provide more detailed information about teaching and education in Canada.

Some Notes on the Organization of Education in Canada

It must be stressed at the beginning that education and teaching in Canada can only be understood if it is realized that each province and territory in Canada has its own autonomous educational system and may make its own decisions regarding schools, teachers and curriculum. Responsibility for education was assigned to the provinces by the British North America Act of 1867 which created the Canadian Confederation.

An interesting feature of Canadian education is the accommodation of religious schools within the public systems. In Newfoundland and Quebec all the educational systems are denominational. In Ontario, Alberta, Saskatchewan and the two territories provision is made for denominational minorities to operate separate schools. (Virtually all separate schools are Roman Catholic.) Informal acccmmodation of minorities is made in the three Maritime provinces. As a result of these arrangements, there has been only limited development of private sectarian schools in most parts of Canada.

The day-to-day operation of schools has been delegated to locally elected or appointed school boards. They are responsible for the

elementary schools (Kindergarten to Grades 6, 7 or 8) and secondary schools (up to Grade 12 or 13). Post-secondary education, however, is conducted in autonomous or semi-autonomous institutions under boards of governors.

Persons interested in more information on education or teaching in Canada than is provided in this report should consult the books listed in Appendix H.

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TEACHING IN CANADA

The Nature of Teaching

In its broadest sense, teaching is a universal activity and one that is as old as mankind. If one considers the matter carefully, one realizes that there are many situations in which teaching is taking place -- parents are teaching their young children, companies are training their employees, individuals are communicating with their friends. In every case there is transfer of information, explanation, demonstration, and attempts to inculcate new attitudes or new skills.

In many of the cases cited, however, the teaching that takes place is very informal and limited by the skill and knowledge of the "teacher". It is tantamount to the practice of medicine in applying a simple bandage, or the reflection of the musical arts in the warblings of the shower songster.

Pursuing this analogy, teaching, like medicine and music, has been raised to noble heights by its foremost practitioners. The Imhoteps, Hippocrates and Oslers of medicine, the Carusos, Liszts and Paderewskis of music, can be matched by equally famous names in the history and development of teaching. Not only have there been great religious teachers -- Moses, Buddha, Jesus, Mohammed -- but also, in a more secular tradition, Protagoras, Socrates, Isocrates, Quintilian, Abelard, Comenius, Pestalozzi, Froebel and Herbart.

This booklet will not focus upon the informal teaching that permeates all spheres of human activity, nor upon those few practitioners whose names have been preserved from human history, although their examples may set ideals toward which all teachers strive. It is concerned rather with a description of the roles and preparation, remuneration and conditions of work, professional associations and aspirations of those who choose teaching as their occupation. And specifically, it is concerned with those who teach in the publicly supported elementary and secondary schools of Canada.

Teaching in Schools

To understand teaching as an occupation, one must first consider the development of schools as an organized approach on the part of society to the education of children. Schools are not new. Many societies of the past have recognized that informal teaching in the home is sporadic, often of low quality, and immensely time-consuming. And in consequence, they have grouped children for economy and, for efficiency, entrusted the education of those children to persons with a higher level of skill and knowledge than that possessed by the average parent.

Teaching, then, as an occupation, is concerned with the instruction of groups of students, in an institutional setting, conducted on behalf of society and requiring the services of those who have specialized preparation both in the content of human knowledge and in the ways in which learning takes place.

Schools for at least some children existed in ancient Sumer, in the Indus Valley, in Egypt, Greece, and Rome, and in medieval Europe. However, state-supported compulsory schooling for all children has developed only in relatively recent times. In Canada, free and universal elementary education began in the mid 19th century, free and universal secondary education in the late 19th and early 20th centuries.

The provisions for schooling that were made in Canada during the first half of the 19th century often showed little regard for quality of teaching. Teachers were sought from among those who were too old or otherwise handicapped to engage in more "productive work". Receiving scant salaries, they would subsist by boarding here and there with parents. The only qualifications required were some proficiency in basic academic subjects. Formal teacher education did not begin until the latter half of the century.

Early systems of elementary schooling emphasized rote learning, development of basic literacy skills, and attitudes suitable to a lowly place in society. Academies and universities for secondary and post-secondary education existed only for the elite, who wished to prepare their children for positions of leadership in society.

In the 150 years since that era, considerable change has taken place, both in Canadian society and in its educational systems. Although strong

emphasis is still placed on agriculture and the development of natural resources, Canada has become a predominantly urbanized and industrialized country. The provincial and territorial educational systems have become correspondingly highly developed and complicated.

The goals of education have also changed. Literacy for all and advanced training for a few have been replaced by the view that a suitable education should be provided for all children up to the end of the secondary level and as far into post-secondary education as the individual is capable of continuing. Critical thinking, sensitivity and accommodation to change, personal autonomy and development of individual abilities and interests are all emphasized in modern schools. Formal schooling is now viewed only as a beginning, an introduction to an educational process which it is believed should continue throughout the individual's life.

Requirements for teachers have changed too. All beginning teachers in public elementary and secondary schools must now have at least a year of professional preparation and several years of university education in academic and professional subjects. Teachers are also expected to exhibit personal qualities which will enable them to relate well to their students and to establish an atmosphere in which learning can readily take place. Canadian teachers are expected to be able to provide educational programs suitable for all children, not just those who show a special aptitude for academic studies.

What a Teacher Does

Teachers in their day-to-day work perform many different tasks of varying degrees of complexity. They are responsible both for setting long-range instructional goals for their students (within the guidelines established by society) and for making decisions as to appropriate means of achieving these goals. In particular, teachers are responsible for planning the specific units of work that are to be presented to students, evaluating the progress of individual students, diagnosing special weaknesses, and prescribing suitable remedies.

Teachers present subject matter to their classes through talks, demonstrations and audio-visual methods, conduct discussions by students, supervise classroom work and organize field trips. They prepare, administer and

correct tests, assign and mark homework, and hear oral presentations. Where possible, teachers work with small groups of individual children, bringing out the ideas and opinions of the children and adjusting their teaching strategies to meet the needs thus discovered.

Teachers are also concerned with developing critical thinking on the part of their students and attitudes and values which will assist students in personal growth. They are also alert to physical, mental or emotional disabilities which may require referral to specialists.

In addition to duties within the classroom, teachers are usually involved in an array of outside activities. These include time spent preparing lessons and correcting student work, maintaining of records, consulting with parents and participating in staff meetings, educational conferences and in-service education workshops. Many teachers are also involved in extracurricular activities, curriculum development and the work of their professional association. Teachers are frequently to be found coaching teams, conducting bands or choirs, supervising outdoor education activities or leading groups of students travelling to other parts of the world.

The particular focus of teaching changes with the age of the students. In kindergarten, emphasis is placed on the fostering of cooperative social behaviour through games and group projects and of self-expression through singing, dancing and painting. These concerns continue through the elementary years, but major emphasis is placed upon acquiring skills in reading, writing and arithmetic, along with some understanding of science and social studies.

In the secondary years, emphasis is placed upon becoming acquainted with the various branches of human knowledge and in acquiring occupational skills in technical or commercial fields. Accordingly, a very wide range of optional subjects is offered in many secondary schools. Secondary programs may lead either toward further education at universities and community colleges or toward employment, depending upon the aspirations of individual students.

While most teachers in the elementary and secondary schools are engaged in general classroom instruction, some teachers perform more specialized roles, including counselling, management of libraries and

resource centres, development of audio-visual techniques and work with children who are severely handicapped.

Fitness for Teaching

While teaching can provide many satisfactions, it is a demanding profession that places the individual under pressure to be in top form every day. Research has failed to demonstrate what personal qualities are most important in teachers, beyond intelligence, good health and a liking for children. However, there seems to be some evidence that students profit most from teachers who create a warm classroom environment, who challenge students to achieve to the full limit of their abilities, and who are flexible and adjust their behaviour and strategies to individual situations and students. Good teachers appear to be those who view teaching as a complex task which requires goal setting, an orderly approach, individual student assessment and careful decision-making in terms of immediate and long-range objectives. Good teachers provide students with a framework within which to interpret information.

Persons considering teaching as a career might pause to weigh the satisfactions of helping young people to learn and grow against the demands on their time and energies that teaching will undoubtedly make.

Teaching Outside the Publicly-Supported Elementary and Secondary Schools

In addition to the 255,000 teachers in the public elementary and secondary school systems of the provinces and territories, there are over 78,000 teachers at work in community colleges, vocational institutes, trade schools, universities, private schools and nursery schools.

University teachers are concerned with teaching and research activities at degree-granting universities and colleges and usually hold advanced qualifications at the master's or doctor's level. They are not required by law to hold teaching certificates. Teachers in community colleges are concerned with instruction in a wide range of academic and vocational subjects, and hold qualifications similar to those of secondary school teachers.

Nursery school teachers supplement home training by providing experiences, materials and guidance which contribute to maximum development of the two-to-five-year-old children in their care. They may work in private or community nurseries and day care centres. Teachers in these situations are not necessarily required to hold formal qualifications. Where qualifications are established, they are usually governed by the provincial departments of social services, rather than the departments of education. Preparation programs of two and three years' duration for persons engaged in early childhood education are available in a number of provinces at community colleges and through extension departments of universities.

Teachers in private elementary and secondary schools perform work comparable to that of public school teachers and generally hold similar qualifications, although they are not usually required by law to hold teaching certificates. (Several provinces do require that private schools receiving provincial grants employ certificated teachers.) Only about four per cent of elementary and secondary school students are enrolled in private schools. Slightly over 10,000 teachers are employed in these schools.

Teachers may also be employed as trainers in industry, as instructors in language schools operated by governments and other agencies, and in adult education centres of various types.

Opportunities to teach abroad are provided through the Department of National Defence (DND), the Canadian International Development Agency (CIDA) and the Canadian University Service Overseas (CUSO). Teachers employed by DND remain under contract to their Canadian school board.

Related Occupations

There are a large variety of school related occupations which do not involve regular classroom teaching. In some cases, these are specialized positions for persons who have basic and advanced preparation in education and probably began their careers as teachers. They include researchers in school boards and departments of education, consultants and curriculum development specialists, and professional staff members of teachers' organizations and other education associations.

In other cases, employment is school related, but the individual's training is in a different field, for example, nursing, psychology or social work.

A number of schools also employ teacher aides, a few of whom have been trained at community colleges. The majority are either untrained, or receive training on-the-job. Teacher aides perform clerical, supervisory and minor instructional roles under the direction of teachers and principals. Teacher aides are sometimes termed educational resource technicians or school aides.

Opportunities for Advancement

Teachers in elementary and secondary schools may seek promotion to the posts of principal and vice-principal. In addition, many secondary schools and some larger elementary schools provide for the positions of subject department heads and coordinators.

The central offices maintained by the school boards offer employment opportunities in administration, finance, pupil personnel services, supervision, curriculum development, and research. School board staffs usually include a Superintendent or Director of Education and his assistants, plus a variety of specialists, the number depending upon the size of the area served by the board.

Provincial departments of education employ persons in similar fields to oversee and coordinate the total system of education.

Teachers in universities require advanced academic training in order to obtain initial appointment as an instructor or lecturer and may aspire to advancement through the ranks of assistant professor and associate professor to full professor. Beyond these lie the more administratively oriented posts of department chairman and dean of a faculty.

Becoming a Teacher

High school students who wish to prepare for a teaching career should hold qualifications suitable for entrance to a university degree program, since almost all teacher education in Canada now takes place in universities. (Only one teachers' college, located in Nova Scotia, remains in operation. In addition, some training of vocational teachers occurs in community colleges.)

Elementary and secondary teachers in most cases receive their preparation in the same institution and take programs with common elements but

varied specialization. A typical program, leading to a B.Ed. degree, consists of four years of academic and professional studies, including supervised practice teaching. It is also possible to obtain certification as a teacher through a one-year program following a bachelor's degree in Arts, Science or Commerce. Vocational teachers may offer degrees in Engineering, community college diplomas or evidence of journeyman standing in a trade in place of university arts and science credentials.

While completion of degree standing is considered desirable, a number of provinces still permit students to obtain certification and teach before graduation, and to complete their degrees through part-time study. Statistics for 1980-81 indicate, however, that 76 per cent of Canada's teachers hold at least one degree. The minimum requirements for entry to teaching are outlined for each province in Table 1. A list of teacher education institutions is provided in Appendix D.

In addition to completing academic requirements, applicants to teacher education programs are frequently interviewed regarding their personal suitability for teaching. Qualities looked for are good health, a good command of English or French, emotional stability, enthusiasm, a pleasant speaking voice and, above all, a sincere liking for, and interest in, young people. Evidence of participation in community activities which involved working with children may be looked for.

Students accepted into teacher education programs frequently find that they are encouraged to continue evaluating their personal suitability for teaching throughout their program.

Programs of teacher education offer introductory courses in the history, psychology, philosophy and sociology of education, as well as specific instruction in methods. Optional courses dealing with various specialized educational fields may be chosen. A substantial portion of the program is usually devoted to field experiences and to actual practice in classrooms under the supervision of associate or cooperating teachers.

Increasingly, however, it is being recognized that becoming a teacher is a lifelong process and that the initial preparation period is only a beginning. Emphasis is being placed on continuing professional development, not only through formal graduate study at university, but also through short courses, workshops, travel programs, use of resource centres

Table 1. Minimum Requirements for Teaching Certificates*

Province or Territory	Last Year of Secondary Education	Minimum Years of Post-Secondary Education	Notes	Per Cent of Teachers With Degrees 1980-81
B.C.	Grade 12	3 years	Regular programs for elementary and secondary teachers are 4 and 5 years, but technically speaking, a Standard Certificate, unrestricted as to grade, would be issued to a teacher who completes the third year of a program at certain B.C. institutions or to teachers prepared in 3-year programs outside the province	80
Alta.	Grade 12	4 years	As a rule, preparation must include a degree from a recognized accredited institution. Applicants with four years of post-secondary education are not required to have Grade 12 or equivalent standing	92
Sask.	Grade 12	3 years	It is expected that the minimum will be increased to 4 years very shortly	74
Man.	Grade 12	4 years		84
Ont.	Grade 13	4 years		72
Que.	Grade 11	5 years	Preparation includes 2-year CEGEP program	..
N.B.	Grade 12	4 years		84
N.S.	Grade 12	4 years	Although the minimum has been raised to 4 years, certification will continue to be available to graduates of the 3-year program at the Nova Scotia Teachers' College. Other applicants must have a degree, plus or including a year of teacher education	61

* General certificates valid in elementary and secondary grades. Requirements for vocational certification are somewhat different and may include journeyman standing and appropriate work experience.

Table 1. (cont'd)

Province or Territory	Last Year of Secondary Education	Minimum Years of Post-Secondary Education	Notes	Per Cent of Teachers With Degrees 1980-81
P.E.I.	Grade 12	4 years		71
Nfld.	Grade 11**	2 years	Although 2 years is the legal minimum, the provincial collective agreement specifies that school boards will not hire below certificate 3 and will give preference to holders of certificate 4 or higher. Close to 90% of Nlfd. teachers hold at least certificate 4	74
N.W.T.	Grade 12	2 years		78
Yukon	Grade 12	3 years	Must have a valid provincial teaching certificate and 3 years of post-secondary education	83

** Newfoundland is adding Grade 12 to its system, with the first graduates expected in the spring of 1984.

and similar activities. Professional development programs of this type may be sponsored by school boards, community colleges, teacher centres, teachers' associations and departments of education.

Professional Teachers' Associations

Qualified teachers employed in the public system are eligible for membership in their respective provincial or territorial teachers' organization. These organizations* are in turn members of the Canadian Teachers' Federation, which is a member of the World Confederation of Organizations of the Teaching Profession. Membership in the appropriate teachers' organization is compulsory in British Columbia, Alberta, Saskatchewan, Ontario, and New Brunswick, voluntary in the territories, automatic (with writeouts allowed) in the remaining provinces. Annual membership fees range from approximately $200 to $300. A list of the associations is provided in Appendix B.

The teachers' associations are concerned both with improving the quality of education and enhancing the status of teachers. Accordingly, they are active both in professional development (through conferences and workshops, establishment of resource centres, publications and short courses) and in economic welfare (principally through direct collective negotiation or support of local teacher groups engaged in bargaining activities).

A wide range of services is offered by most of the teachers' associations, including insurance benefits, credit unions, legal assistance, publications, scholarships and charter flights.

Codes of ethics have been adopted by the various teachers' organizations, several of which are empowered under provincial legislation to investigate cases of unprofessional conduct.

The past decade has also seen a considerable growth in the number of special subject councils formed under the aegis of the provincial organization. These councils enable teachers with special interests, such as exceptional children, mathematics, or the teaching of modern languages, to meet and discuss with each other problems and new developments in their particular areas.

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* with the exception of CEQ, la Centrale des enseignants du Québec

The Canadian College of Teachers offers another type of voluntary professional association. It is open only to experienced teachers who satisfy all the qualification requirements. The College has local chapters which meet to discuss educational problems; it also holds an annual meeting. Outstanding teachers may become Fellows of the College.

Salaries and Fringe Benefits

In six of the provinces and the two territories, basic salary scales and fringe benefits are established through negotiations between the teachers' asociation and representatives of the government. In some cases, supplementary negotiations take place at the school board level concerning additional fringe benefits and conditions of work. In British Columbia, Alberta, Manitoba and Ontario, all negotiations take place at the local or regional level.

Salary schedules in Canada are generally based on a combination of years of post-secondary education and years of experience, with additional allowances being paid to teachers with administrative responsibilities. Table 2 indicates the minimum and maximum salaries payable to teachers with degrees in 1982 under the provincial and territorial agreements and for representative centres where negotiations are conducted locally. Lower salaries than those shown are paid to teachers without degrees, and higher salaries to teachers with advanced special and graduate training.

Fringe benefits provided for in collective agreements may, but do not necessarily, include the following:

- compassionate leave
- cumulative sick leave
- maternity leave
- sabbatical and study leave
- supplementary medical insurance
- long-term disability insurance
- retirement gratuities
- life insurance
- dental insurance

General Social Security

As citizens of Canada, teachers are required to participate in the social security programs of the federal government. These include Unemployment Insurance and the Canada Pension Plan. The Unemployment Insurance plan provides benefits to persons who are unemployed through maternity or

illness, as well as through general unavailability of suitable work. The Canada Pension Plan provides a basic minimum retirement allowance and, in addition, some disability and survivors' benefits.

Teachers also participate in the provincial hospital and medical insurance plans. The costs of these plans are shared by the federal and provincial governments. The plans cover the basic expenses of hospital accommodation and physicians' services. Details of coverage vary from province to province.

Retirement Plans

Each province operates a compulsory retirement plan for teachers.* (In the territories, most teachers belong to the federal Public Service Superannuation Plan.) Each teacher contributes 5 to 8 per cent of salary to the plan and receives a pension based on years of service and average salary in the last or best 5 years of employment.** Most of the plans also provide benefits payable to disabled teachers and to the survivors of deceased teachers. The plans in the majority of provinces include "escalation" clauses which provide for increases in pensions in accordance with some proportion of the increase in the cost of living. Changes to the plans are made from time to time as a result of discussion or negotiation between the teacher organizations and representatives of government.

Teachers of nine provinces (British Columbia excluded) are, under certain circumstances, permitted to transfer their pension credits when moving from one to another of the provinces in this group. Eight provinces also have entered into reciprocal agreements with the federal Public Service Superannuation Plan. (In the remaining two provinces, Nova Scotia and Newfoundland, similar agreements are under discussion.)

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* Teachers in Quebec who entered service after June 30, 1973, must, however, join the universal pension plan for all public service employees.

** Saskatchewan, however, in 1981 introduced a plan for new teachers which will provide annuities based on accumulated contributions rather than pensions based directly on salaries and service.

Table 2. Minimum and Maximum Salaries for Teachers with Degree Standing or Equivalent*

Province	Agreement	Year	Category	Minimum	Maximum	Years to Maximum
B.C.	Vancouver	1982	Cat. 4	21,994	33,254	9
Alta.	Calgary	1982	Cat. 4	21,455	36,245	11
Sask.	Provincial	1982	Class IV	20,256	33,976	10
Man.	Winnipeg	1982	Class IV	21,033	32,656	9
Ont.	Waterloo Elem.	1982-83	2	19,845	34,616	10
Que.	Provincial	1982	16	21,507	33,473	14
N.B.	Provincial	1982-83	Cert. IV	20,030	30,974	10
N.S.	Provincial	1982-83	T.C. 5	19,309	30,839	10
P.E.I.	Provincial	1981-82 1982-83	Cert. 4 Under Neg.	15,556	24,112	10
Nfld.	Provincial	1982 1982-83	Cert. 5 Under Neg.	20,900	27,823	9
N.W.T.	Territorial	1982-83	Level 4	28,761	41,761	10
Yukon	Territorial	1982-83	Cat. 4	28,059	41,274	10

* Grade 12 or 13 plus 4 years post-secondary education.

Working Conditions

Most teaching is conducted indoors in well-lighted and adequately ventilated surroundings. As a result of extensive building programs and the consolidation of small schools, there are now attractive and well-equipped modern schools in most communities, although a few isolated rural postings still remain.

The official classroom day of the teacher is usually from 8:30 or 9:00 a.m. to 3:30 or 4:00 p.m. Weekends and statutory holidays are free and vacation periods include Christmas and spring breaks of a week or more each, plus eight weeks in the summer. In actual fact, however, teachers work much longer hours than those officially outlined in legislation or collective agreements. Preparation of lessons, marking of tests, supervision, individual interviews and extracurricular activities take up considerable extra time, as do in-service work and professional meetings. Studies have shown that during the school year the average teacher works close to fifty hours per week. In addition many teachers attend summer school during the vacation period in order to improve their qualifications.

Although not physically strenuous, teaching is nevertheless demanding. Much of the time is spent standing, and a considerable amount of speaking is often necessary. The teacher must be constantly alert to cope with individual and class situations, many of them requiring the expenditure of nervous energy. In recent years, changes in family, community and school conditions have increased the potential for the occurrence of stressful teaching conditions.

Recognition of these demands on the teacher's energy, along with an increasing emphasis on individualization of instruction, has led to continuing concern with class sizes on the part of teachers. And, in fact, median class size in Canada fell slowly from 1972-73 to 1979-80, although it appears now to have stabilized. The current median for all types of classes is 24, but there is some variation by province and grade level. Actual class sizes may range from under 10 to over 40. In general, special education and vocational classes are smaller than average.

Within the general guidelines adopted by the provincial departments of education teachers have some freedom to adapt or modify existing curricula and to select textbooks. They are also encouraged to develop new units of instruction and applications of audio-visual technology.

Appointment and Tenure

Teachers on appointment enter into contract with the employing school board. In most provinces, a formal contract is signed by the teacher. In some, however, such as B.C., Alberta, Saskatchewan and the Yukon, a formal letter of acceptance constitutes the only contract. Except in the case of teachers in their first year or two of employment with a board the contract continues indefinitely until terminated by the teacher or the board. Teachers may terminate their contracts effective the end of June (all provinces), or the end of December (B.C., Manitoba, Ontario), provided notice is given. In Alberta, Saskatchewan, Newfoundland and the Yukon, the termination may take place at any time, provided 30 days notice is given (90 days in Newfoundland). The school board may also terminate teacher contracts under the same conditions, but except in the case of probationary teachers must usually give reasons for the termination. The teacher may then appeal the dismissal to an impartial board of reference or arbitration tribunal. In some provinces probationary teachers also have the right of appeal.

Moving from Province to Province

Prior to 1982, teachers who wished to teach in another province frequently wondered whether their teaching certificate would be valid in the new province. The answer was that no guarantees could be given, as there were no reciprocal agreements among the provinces for mutual acceptance of teaching credentials.

In 1982, however, the Council of Ministers of Education announced a plan to implement portability of teaching certificates among the provinces and territories. Teachers moving to a province participating in this plan* may therefore expect that their qualifications will be accepted, provided they meet the following general standards:

(1) Valid certification to teach issued by a provincial or territorial government

(2) A three or four year degree awarded by a university accredited by a provincial government

* Present indications are that P.E.I., Nova Scotia, New Brunswick Ontario, Alberta and the Territories will participate.

(3) Successful completion of one year of teacher training, or equivalent, as attested by a teacher training institution accredited by a provincial or territorial government.

Although this plan indicates a minimum standard for portability which many teachers may meet, all teachers must nevertheless apply to the registrar of the appropriate department of education for verification of their standing. It will generally be necessary to submit such documents as official transcripts of academic and professional preparation, birth certificate, certificate of character and, in some instances, a health certificate. An evaluation fee may be charged. Where the program of the incoming teacher is deficient in some respect, in comparison with the standard in the importing province (e.g. in regard to the length of the practicum), the teacher may be granted a provisional certificate and required to remove the deficiency before receiving a regular interim or permanent certificate.

Teachers who wish to teach in a new province should begin well ahead of time to obtain an evaluation of their eligibility for certification from the department of education. They should also note that a statement of eligibility for certification is not an offer of employment.

Teachers entering a new province are usually offered a letter of standing or interim certificate which can be converted to a regular certificate after one year's successful teaching and provided any other provincial requirements — such as qualification standards and citizenship -- are met. In several provinces teachers must present evidence that they have been offered a position before any form of certificate will be issued by the department of education.

In the Atlantic provinces the certificate grade offered also indicates the salary category to which a teacher is entitled. In the other provinces, classification for salary purposes is carried out separately from certification, either by the department of education (Quebec, Manitoba, Saskatchewan) or by the teachers' association (Ontario, Alberta, British Columbia).

The Yukon and Northwest Territories do not have general teacher education programs of their own against which to compare qualifications of

teachers from other areas. Teaching certificates from other jurisdictions are accepted, provided minimum requirements are met.

A list of departments of education is provided in Appendix A. Non-departmental classification agencies are listed in Appendix C.

Teacher Exchange Programs

A variety of exchange programs are available to experienced teachers. Exchanges with teachers in the United Kingdom and the United States are arranged by the Canadian Education Association, in cooperation with the departments of education. Intraprovincial and interprovincial exchanges are frequently available through the departments of education. In addition, a number of provinces have made arrangements for exchanges with various countries, including Australia, Belgium, Bermuda, France, the Netherlands, Switzerland, and West Germany. Inquiries about these programs should be directed to the appropriate department of education.

Teachers from Abroad

Teachers wishing to immigrate to Canada and seek employment in the public schools must meet all the requirements made of teachers moving from province to province, in addition to requirements specifically pertaining to immigrants. It should be particularly noted that most provinces require evidence of Landed Immigrant Status where the applicant is not a Canadian citizen. Table 3 records citizenship requirements for interim and permanent certification.

An important requirement for teachers coming from abroad is proficiency in one of Canada's official languages -- English or French. It might be noted that the majority of schools in which French is the language of instruction are located in Ontario, Quebec and New Brunswick.

All persons wishing to enter Canada are selected according to universal standards designed to determine their suitability to adjust to Canadian life and settle successfully. Except for refugees, retirees, and members of the family class, applicants are assessed against a detailed point system based on education, prospects for employment, a pre-arranged job, destination in Canada, age, knowledge of English and/or French, personal suitability, and the presence of relatives in Canada.

Table 3. Citizenship Requirements for Interim and Permanent Certification

Province or Territory	Citizenship Requirements for Interim or Provisional Certificate, or Letter of Standing	Further Requirements for Permanent or Continuing Certificate
British Columbia	Landed immigrant status	-
Alberta	Landed immigrant status	Canadian citizenship
Saskatchewan	Landed immigrant status or work permit	-
Manitoba	Canadian citizenship (But minister, at his discretion, may grant temporary certificate to person who is not a Canadian citizen)	Canadian citizenship (But minister, at his discretion, may grant a continuing certificate to a teacher with a provisional certificate who is not a Canadian citizen but has 6 years' successful teaching experience in Manitoba)
Ontario	Landed immigrant status	Canadian citizenship
Quebec	Landed immigrant status or work permit	Canadian citizenship
New Brunswick	Landed immigrant status	-
Nova Scotia	Work permit	-
Prince Edward Island	Landed immigrant status or Canadian citizenship	-
Newfoundland	Landed immigrant status or work permit	-
Northwest Territories	Landed immigrant status or Canadian citizenship	-
Yukon	Landed immigrant status	-

The initial application should be made to the nearest Canadian immigration office in the applicant's country. If Canada does not have an immigration office in a particular country, advice on immigration procedures may be obtained from the nearest Canadian Consular Office.

It should be noted that on May 1, 1982, the government imposed a temporary restriction on independent immigrants coming to Canada unless they had pre-arranged employment.

Restrictions also apply in the case of persons interested in working temporarily in Canada. It is the policy of the Government of Canada that citizens and permanent residents have the first chance to fill jobs in Canada. It is only when the employment opportunities of Canadians are not adversely affected that foreign workers may be admitted to take seasonal or other jobs for temporary periods.

The entry of foreign workers into Canada is regulated by the federal government, but immigration programs are carried out in cooperation with provincial governments. Admission may therefore be affected by labour policies in the province where the individual intends to work.

Most persons, other than Canadian citizens and permanent residents (landed immigrants), are required to have an authorization to work before they can legally accept jobs in Canada. Employment authorizations are usually issued at Canadian government offices abroad, before workers enter Canada -- they are not issued to allow workers to enter Canada to look for jobs.

Finding a Position

Finding a teaching position in Canada can be difficult as there is no central listing of vacancies and no central placement agency, although there is a placement bureau for teachers in British Columbia. Most teaching positions are advertised in local newspapers between February and June, with duties commencing the following school year. A limited number of vacancies occur during the school year. At the present time very little recruiting outside Canada is being done. Consequently, applicants must generally be present in Canada and available for interviews. School principals frequently conduct interviews for positions in their schools.

Some assistance in locating employment is provided free of charge by the Canada Manpower Centres which are located in all main population centres. In Quebec, inquiries should be directed to the nearest Centre de Main-d'Oeuvre. However, not all teaching vacancies are listed with these centres.

Lists of school boards may be obtained from the provincial authorities and inquiries regarding possible vacancies made directly to the boards. It is, however, considered a breach of professional ethics to apply for a position in an area where the board's relationship with the teachers has been declared unsatisfactory by the teachers' association.

Teachers interested in obtaining university positions may consult the lists of vacancies published by the Association of Universities and Colleges of Canada and by the Canadian Association of University Teachers. Those seeking positions in private schools should get in touch with the clearinghouse for applicants to Canadian Independent Schools. Community college positions, like public school positions, are generally advertised in the local newspapers. Further information about community college teaching can be obtained from the Association of Canadian Community Colleges.

Further information on agencies providing some placement assistance is given in Appendix E. A list of major Canadian newspapers is provided in Appendix F.

Teacher Supply and Demand

Employment prospects for teachers have continued to diminish during the early 1980's. The provinces west of Ontario report that most new graduates have been able to find jobs within their province of residence, but that some, particularly those unable or unwilling to move to remote areas, have not been placed. In the provinces east of Ontario new graduates have had more difficulty finding teaching positions within their own provinces. For example, only 110 of 750 recent graduates in Nova Scotia obtained teaching positions in that province. However, it is worth noting that a substantial number of graduates of education faculties have found their preparation adaptable to occupations outside education and thus may not actually be without employment.

The employment picture is complicated at the present time by the fact that the long-term decline in enrolment has been accompanied by a decline in the economy and cutbacks in spending on social services. Needed improvements in education have been delayed and in some cases special programs have been reduced, thus reducing the demand for specialist teachers as well as general classroom teachers. In consequence, while employment prospects have been better for teachers with special qualifications, this remains true only to the extent that the special programs have not been cut.

Although the overall reduction in size of the teaching force has been relatively small (with about 3,000 full-time positions lost between 1975-76 and 1980-81), layoffs have occurred in a number of regions and more are anticipated as the decline in enrolment continues to affect the secondary schools. A large variety of programs to alleviate the effects of the decline on schools and teachers have been put in place, including early retirement incentive plans, deferred salary leave plans, temporary transfers to part-time work, and provision of retraining opportunities. Teachers applying to another jurisdiction should note that where layoffs have occurred, the laid-off teachers are given priority over new applicants if more positions become available.

While the employment picture is generally bleak, a number of provincial associations report a few areas where at least small shortages of teachers exist. A summary of these shortages is provided in Table 4.

Although it is not impossible to obtain a teaching position in Canada, it must nevertheless be concluded that teacher employment prospects are very poor at present and not expected to improve during the remainder of this decade.

Table 4. Areas in Which Some Demand for Qualified Teachers is Reported

Province	Teaching Area								Geographical Area
	Vocational Ed.	French Immersion	French Second Language	Special Ed.	Music	Speech Pathology	Family Life	Other	
B.C.									
Alta.	X some specializations								
Sask.									Isolated, rural areas
Man.		X		X	X				Isolated, rural areas
Ont.									
Quebec									Isolated, rural areas
N.B.		X	X	X					
N.S.									
P.E.I.		X							
Nfld.					X	X		*	
N.W.T.							X		
Yukon									Isolated, rural areas

* Implementation of Grade 12 in 1983-84 may create a few openings for secondary teachers in the fall of 1983

APPENDIX A

DEPARTMENTS OF EDUCATION

Director
Teacher Services Branch
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 1X4

Registrar
Department of Education
Devonian Building, West Wing
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2

Associate Director
Teacher Services
Department of Education
Parkview Place
2220 College Avenue
Regina, Sask. S4P 3V7

Director
Teacher Certification
and Records
Department of Education
Legislative Building
Winnipeg, Man. R3C 0V8

Director
Management Information Systems
Ministry of Education
Mowat Block, 900 Bay Street
Toronto, Ont. M7A 1L2

Directeur
Service de certification et
probation des enseignants
Ministère de l'éducation du Québec
Edifice G, 7e étage
103% de la chevrotiére
Québec, Qué.

Director of Teacher Certification
Department of Education
P.O. Box 6000
Fredericton, N.B. E3B 5H1

Registrar
Teacher Certification
Department of Education
P.O. Box 578
Halifax, N.S. B3J 2S9

Registrar
Department of Education
Box 2000
Charlottetown, P.E.I. C1A 7N8

Registrar of Teachers'
Certification
Department of Education
Government of Newfoundland
& Labrador
Confederation Building, Box 2017
St. John's, Nfld. A1C 5R9

Registrar
Department of Education
Yellowknife, N.W.T. X1A 2L9

Deputy Minister of Education
Department of Education
Government of the Yukon
P.O. Box 2703
Whitehorse, Yukon Y1A 2C6

APPENDIX B

TEACHER ORGANIZATIONS

CANADIAN TEACHERS' FEDERATION
110 Argyle Avenue
Ottawa, Ontario
K2P 1B4

BRITISH COLUMBIA TEACHERS' FEDERATION
105 - 2235 Burrard Street
Vancouver, British Columbia
V6J 3H9

THE ALBERTA TEACHERS' ASSOCIATION
11010 - 142 Street
Edmonton, Alberta
T5N 2R1

SASKATCHEWAN TEACHERS' FEDERATION
2317 Arlington Avenue
Box 1108
Saskatoon, Saskatchewan
S7K 3N3

THE MANITOBA TEACHERS' SOCIETY
191 Harcourt Street
Winnipeg, Manitoba
R3J 3H2

ONTARIO TEACHERS' FEDERATION
1260 Bay Street
Toronto, Ontario
M5R 2B5

ASSOCIATION DES ENSEIGNANTS FRANCO-ONTARIENS
1427, chemin Ogilvie
Pièce 202
Ottawa (Ontario)
K1J 8M7

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO
1260 Bay Street, Third Floor
Toronto, Ontario
M5R 2B8

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION
1260 Bay Street
Toronto, Ontario
M5R 2B4

TEACHER ORGANIZATIONS (cont'd)

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION
1260 Bay Street
Toronto, Ontario
M5R 2B7

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION
60 Mobile Drive
Toronto, Ontario
M4A 2P3

PROVINCIAL ASSOCIATION OF CATHOLIC TEACHERS (QUEBEC)
2005 St. Marc Street
Montreal, Quebec
H3H 2G8

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC
84 J Brunswick Boulevard
Dollard des Ormeaux, Quebec
H9B 2C5

ASSOCIATION DES ENSEIGNANTS FRANCOPHONES DU NOUVEAU-BRUNSWICK
C.P. 712
Frédéricton (Nouveau-Brunswick)
E3B 5B4

NEW BRUNSWICK TEACHERS' ASSOCIATION
P.O. Box 752
Fredericton, New Brunswick
E3B 5R6

NOVA SCOTIA TEACHERS UNION
P.O. Box 1060
Armdale, Halifax, Nova Scotia
B3L 4L7

PRINCE EDWARD ISLAND TEACHERS' FEDERATION
P.O. Box 6000
Charlottetown, Prince Edward Island
C1A 8B4

THE NEWFOUNDLAND TEACHERS' ASSOCIATION
3 Kenmount Road
St. John's, Newfoundland
A1B 1W1

NORTHWEST TERRITORIES TEACHERS' ASSOCIATION
Box 2340
Yellowknife, Northwest Territories
X1A 2P7

TEACHER ORGANIZATIONS (cont'd)

YUKON TEACHERS' ASSOCIATION
200 - 107 Main Street
Whitehorse, Yukon
Y1A 2A7

*CENTRALE DE L'ENSEIGNEMENT DU QUEBEC
2336, chemin Sainte-Foy
Québec, Québec
G1V 1S5

*CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
Suite 1001, 75 Albert Street
Ottawa, Ontario
K1P 5E7

*CANADIAN COLLEGE OF TEACHERS
7546 - 10th Avenue
Edmonton, Alberta
T6K 2T6

*Not affiliated with CTF

APPENDIX C

CLASSIFICATION AGENCIES

Teacher Qualification Service
220 - 1070 West Broadway
Vancouver, British Columbia
V6H 1E7

(jointly sponsored by teacher and trustee associations)

Teacher Qualifications Service
The Alberta Teachers' Association
Barnett House
11010 - 142 Street
Edmonton, Alberta
T5N 2R1

Qualifications Evaluation Council of Ontario
Room 226
1260 Bay Street
Toronto, Ontario
M5R 2B9

Certification Department
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario
M4A 2P3

Service de la classification
Ministère de l'éducation
275 rue de l'Église
2e étage
Québec, Québec
G1K 6G7

APPENDIX D

TEACHER EDUCATION INSTITUTIONS

BRITISH COLUMBIA

SIMON FRASER UNIVERSITY, Faculty of Education, Burnaby, B.C., V5A 1S6

UNIVERSITY OF BRITISH COLUMBIA, Faculty of Education, 2125 Main Mall, Vancouver, B.C., V6T 1Z5

UNIVERSITY OF VICTORIA, Faculty of Education, P.O. Box 1700, Victoria, B.C., V8W 2Y2

ALBERTA

UNIVERSITY OF ALBERTA, Faculty of Education, Edmonton, Alberta, T6G 2G5

UNIVERSITY OF CALGARY, Faculty of Education, Calgary, Alberta, T5N 1N4

UNIVERSITY OF LETHBRIDGE, Faculty of Education, Lethbridge, Alberta, T1K 3M4

SASKATCHEWAN

UNIVERSITY OF REGINA, Faculty of Education, Regina, Saskatchewan, S4S 0A2

UNIVERSITY OF SASKATCHEWAN, College of Education, Saskatoon, Saskatchewan, S7N 0W0

MANITOBA

BRANDON UNIVERSITY, Faculty of Education, Brandon, Manitoba, R7A 6A9

L'INSTITUT PEDAGOGIQUE DU COLLEGE DE SAINT-BONIFACE, 200 ave de la Cathédrale, Saint-Boniface, Manitoba, R2H 0H7

RED RIVER COMMUNITY COLLEGE, Teacher Education Section, 2055 Notre Dame Avenue, Winnipeg, Manitoba, R3H 0J9

UNIVERSITY OF MANITOBA, Faculty of Education, Winnipeg, Manitoba, R3T 2N1

UNIVERSITY OF WINNIPEG, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9

ONTARIO

BROCK UNIVERSITY, College of Education, St. Catharines, Ontario, L2S 3A1

TEACHER EDUCATION INSTITUTIONS (cont'd)

ONTARIO (cont'd)

LAKEHEAD UNIVERSITY, Faculty of Education, Thunder Bay, Ontario, P7B 5E1

LAURENTIAN UNIVERSITY, School of Education, 935 Ramsey Lake Road, Sudbury, Ontario, P3E 2C6

NIPISSING UNIVERSITY COLLEGE (of Laurentian University), Faculty of Education, Box 5002, North Bay, Ontario, P1B 8L7

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 252 Bloor Street West, Toronto, Ontario, M5S 1V6 (graduate programs only)

QUEEN'S UNIVERSITY, Faculty of Education, Duncan McArthur Hall, Kingston, Ontario, K7L 3N6

TRENT UNIVERSITY (Cooperative Concurrent Teacher Education Program with Faculty of Education, Queen's University), Champlain College, Peterborough, Ontario, K9J 7B8

UNIVERSITY OF OTTAWA, Faculty of Education, 651 Cumberland, Ottawa, Ontario, K1N 6N5

UNIVERSITY OF TORONTO, Faculty of Education, 371 Bloor Street West, Toronto, Ontario, M5S 2R7

UNIVERSITY OF WESTERN ONTARIO, Althouse College of Education, 1137 Western Road, London, Ontario, N6G 1G7

UNIVERSITY OF WINDSOR, Faculty of Education, 600 Third Concession Road, Windsor, Ontario, N9E 1A5

YORK UNIVERSITY, Faculty of Education, 4700 Keele Street, Downsview, Ontario, M3J 1P3

QUEBEC

BISHOP'S UNIVERSITY, Graduate School of Education, Lennoxville, Quebec, J1M 1Z7

CONCORDIA UNIVERSITY, Department of Education, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M8

McGILL UNIVERSITY, Faculty of Education, 3700 McTavish Street, Montreal, Quebec, H3A 1Y2

UNIVERSITE DE MONTREAL, Faculté des sciences de l'éducation, C.P. 6203, Succursale A, Montréal, Québec, H3C 3T3

TEACHER EDUCATION INSTITUTIONS (cont'd)

QUEBEC (cont'd)

UNIVERSITE DE SHERBROOKE, Faculté de l'éducation, Sherbrooke, Québec, J1K 2R1

UNIVERSITE DU QUEBEC A CHICOUTIMI, Département des sciences de l'éducation, 930 est, rue Jacques-Cartier, Chicoutimi, Québec, G7H 2B1

UNIVERSITE DU QUEBEC A MONTREAL, Département des sciences de l'éducation, C.P. 8888, Succursale A, Montréal, Québec, H3C 3P8

UNIVERSITE DU QUEBEC A RIMOUSKI, 300, avenue des Ursulines, Rimouski, Québec, G5L 3A1

UNIVERSITE DU QUEBEC A TROIS-RIVIERES, Département de sciences de l'éducation, C.P. 500, 3351 boul. des Forges, Trois-Riviéres, Québec, G9A 5H7

UNIVERSITE DU QUEBEC A HULL, 118 rue Notre-Dame, Hull, Québec, J8X 3S9

UNIVERSITE LAVAL, Faculté des sciences de l'éducation, Québec, Québec, G1K 7P4

NEW BRUNSWICK

MOUNT ALLISON UNIVERSITY, Education Department, Sackville, N.B., E0A 3C0

ST. THOMAS UNIVERSITY, Education Department, Fredericton, N.B., E3B 5G3

UNIVERSITE DE MONCTON, Faculté des sciences de l'éducation, Moncton, N.-B., E1A 3E9

UNIVERSITY OF NEW BRUNSWICK, Faculty of Education, Fredericton, N.B., E3B 5A3

NOVA SCOTIA

ACADIA UNIVERSITY, School of Education, Wolfville, Nova Scotia, B0P 1X0

DALHOUSIE UNIVERSITY, Department of Education, Halifax, Nova Scotia, B3H 3J5

MOUNT ST. VINCENT UNIVERSITY, Department of Education, Halifax, Nova Scotia, B3M 2J6

NOVA SCOTIA TEACHERS COLLEGE, Box 810, Truro, Nova Scotia, B2N 5G5

TEACHER EDUCATION INSTITUTIONS (cont'd)

NOVA SCOTIA (cont'd)

SAINT MARY'S UNIVERSITY, Faculty of Education, Halifax, Nova Scotia, B3H 3C3

ST. FRANCIS XAVIER UNIVERSITY, Department of Education, Antigonish, Nova Scotia, B2G 1C0

UNIVERSITÉ SAINT-ANNE, Département de pédagogie, Church Point, Nova Scotia, B0W 1M0

PRINCE EDWARD ISLAND

UNIVERSITY OF PRINCE EDWARD ISLAND, Faculty of Education, Charlottetown, P.E.I., C1A 4P3

NEWFOUNDLAND

MEMORIAL UNIVERSITY OF NEWFOUNDLAND, Faculty of Education, St. John's, Nfld., A1B 3X8

NORTHWEST TERRITORIES

NORTHWEST TERRITORIES TEACHER EDUCATION PROGRAM, Continuing and Special Education Division, Department of Education, Yellowknife, Northwest Territories (Program centres located at Fort Smith and Frobisher Bay)

YUKON

YUKON TEACHER EDUCATION PROGRAM, 20 Nisutlin Drive, Whitehorse, Yukon

APPENDIX E

PLACEMENT ASSISTANCE AGENCIES

CANADA MANPOWER CENTRES

These centres are located in major urban areas. They are listed in the local telephone directories.

CENTRES DE MAIN-D'OEUVRE DU QUEBEC

Branches located in various parts of Quebec. They are listed in the local telephone directories.

PRIVATE SCHOOL PLACEMENT

Clearinghouse for applicants to Canadian Independent Schools:
H.J.P. Schaffter, St. Michael's University School, 3400 Richmond Road, Victoria, British Columbia, V8P 4P5.

SCHOOL BOARDS

The CEA Handbook lists major school boards in Canada. Provincial lists are available from the departments of education.

TEACHER PLACEMENT

The Teachers' Employment Service
British Columbia School Trustees' Association
1155 West 8th Avenue
Vancouver, British Columbia V6H 1C5

UNIVERSITY PLACEMENT

Monthly listings of university vacancies are carried in the AUCC publication University Affairs. AUCC's address is as follows:

Association of Universities and Colleges of Canada
151 Slater Street
Ottawa, Ontario K1P 5N1

Vacancies are also listed in the CAUT Bulletin. CAUT's address is as follows:

Canadian Association of University Teachers
Suite 1001
75 Albert Street
Ottawa, Ontario K1P 5E7

APPENDIX F

MAJOR CANADIAN NEWSPAPERS

BRITISH COLUMBIA

Managing Editor
The Vancouver Sun and
The Vancouver Province
2250 Granville Street
Vancouver, B.C.
V6H 3G2

ALBERTA

Managing Editor
The Calgary Herald
206 - 7th Avenue S.W.
Calgary, Alberta
T2P 0W8

Managing Editor
The Edmonton Journal
10006 - 101 Street & 100th Avenue
Edmonton, Alberta
T5J 2S6

SASKATCHEWAN

Managing Editor
Saskatoon Star-Phoenix
204 - 5th Avenue N.
Saskatoon, Saskatchewan
S7K 2P1

Managing Editor
Regina Leader-Post
1964 Park Street
Regina, Saskatchewan
S4P 3G4

MANITOBA

Managing Editor
Winnipeg Free Press
300 Carlton Street
Winnipeg, Manitoba
R3C 3C1

ONTARIO

Managing Editor
The Ottawa Citizen
1101 Baxter Road
Box 5020
Ottawa, Ontario
K2C 3M4

Managing Editor
The Globe & Mail
444 Front Street W.
Toronto, Ontario

Rédacteur-en-chef
Le Droit
375 rue Rideau
Ottawa, Ontario

Managing Editor
The Hamilton Spectator
44 Frid Street
Hamilton, Ontario
L8N 3G3

The Windsor Star
167 Ferry Street
Windsor, Ontario
N9A 4M5

Managing Editor
Times-News and Chronicle
Journal
75 S. Cumberland Street
Thunder Bay, Ontario
P7B 1A3

QUEBEC

Rédacteur-en-chef
Le Soleil
390 est, rue St-Vallier
Québec, Québec
G1K 7J6

MAJOR CANADIAN NEWSPAPERS (cont'd)

QUEBEC (cont'd)

Managing Editor
The Gazette
1000 St. Antoine Street
Montreal, Quebec
H3C 3R7

Rédacteur-en-chef
Le Devoir
211, rue St. Sacrement
Montréal, Québec
H2Y 1X1

Rédacteur-en-chef
La Presse
7 ouest, rue St. James
Montréal, Québec
H2Y 1K9

NEW BRUNSWICK

Managing Editor
The Telegraph-Journal &
The Evening Times-Globe
Crown Street at Union
Saint John, New Brunswick
E2L 3V8

L'Evangeline
80 Church Street
Moncton, New Brunswick

NOVA SCOTIA

Managing Editor
The Chronicle Herald &
The Mail-Star
1650 Argyle Street
Halifax, Nova Scotia
B3J 2T2

PRINCE EDWARD ISLAND

Managing Editor
The Guardian & The Evening
Patriot
165 Prince Street
Charlottetown, P.E.I.
C1A 4R7

NEWFOUNDLAND

Managing Editor
The Evening Telegram
Duckworth Street
St. John's, Newfoundland
A1C 5X7

APPENDIX G

MISCELLANEOUS ADDRESSES

Association of Canadian Community Colleges, Suite 203, 211 Consumers Road, Willowdale, Ontario M2J 4G8

Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario K1P 5N1

Canadian Education Association, 252 Bloor Street West, Toronto, Ontario M5S 1V5

Canadian International Development Agency, 200 Promenade du Portage, Hull, Quebec

Department of National Defence, 101 Colonel By Drive, 7th Floor, North Tower, Ottawa, Ontario K1A 0K2

Canadian University Service Overseas, 151 Slater Street, Ottawa, Ontario K1P 5H5

APPENDIX H

FURTHER READING AND REFERENCE

1. Association of Universities and Colleges of Canada. Directory of Canadian Universities 1980. Ottawa: the Association, 1980. 389 p.

2. Canadian Education Association. The CEA Handbook. Toronto: the Association, 1982. 213 p.

3. _____. Requirements for Teaching Certificates in Canada. Toronto: the Association, 1982.

4. Canadian Teachers' Federation. Salary Categories for Canadian Teachers. Ottawa: the Federation, 1976. 89 p.

5. Chamberlin, Richard J. Too Few Apples: Meeting the Challenge of Declining Enrolments and Teacher Redundancy in Canada. Toronto: Canadian Education Association, 1980. 96 p.

6. Csapo, Marg, and Leonard Goguen (eds). Special Education Across Canada. Issues and concerns for the '80s. Vancouver: Centre for Human Development and Research, 1980. 269 p.

7. Department of National Defence. Teaching Opportunities in Europe. DND Dependents Schools Overseas.

8. Education in Canada 1978-1979 and 1979-1980. Report to the 38th Session, International Conference on Education, Geneva, November 10-19, 1981. Council of Ministers of Education, Canada, and Education Support Branch, Department of Secretary of State, Canada. 1981.

9. Employment and Immigration Canada. College and University Programs in Canada 1981/82. Ottawa: Supply and Services, 1981. 100 p.

10. Gayfer, Margaret. An Overview of Canadian Education. Second edition. Toronto: Canadian Education Association, 1978. 47 p.

11. Hodgson, E., J. Bergen, and R. Bryce (eds). The Organization and Administration of Education in Canada. A Collection of Readings. Edmonton: Univ. of Alta., 1976. 483 p.

12. Munroe, David. The Organization and Administration of Education in Canada. Ottawa: Education Support Branch, Department of Secretary of State, 1974. 219 p.

13. Northwest Territories Department of Education. Teach in Canada's Arctic. Yellowknife: the Department.

FURTHER READING AND REFERENCE (cont'd)

14. Phillips, Charles E. The Development of Education in Canada. Toronto: W.J. Gage Co. Ltd., 1957. 626 p.

15. Price, John T., and Larry M. Cash. Teachers Without Classrooms: A Career Planning Guide for Teachers Leaving the Profession. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1979. 21 p.

16. Statistics Canada. Education in Canada 1981. Ottawa: Supply and Services, 1982. 182 p.

17. Stevenson, Hugh A., and J. Donald Wilson (eds). Precepts, Policy and Process: Perspectives on Contemporary Canadian Education. London, Ont.: Alexander, Blake Associates, 1977. 354 p.

18. Stewart, Bev. C., and V.K. Gilbert. How to Apply Yourself. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1974. 47 p.

19. Townsend, Richard G., and Stephen B. Lawton (eds). What's So Canadian About Canadian Educational Administration? Essays on the Canadian Tradition in School Management. Toronto: Ontario Institute for Studies in Education, 1981. 220 p.

20. Wilson, J. Donald (ed.). Canadian Education in the 1980's. Calgary: Detselig Enterprises Ltd., 1981. 282 p.

21. Wilson, J. Donald, Robert M. Stamp, and Louis-Philippe Audet. Canadian Education: A History. Scarborough, Ontario: Prentice-Hall, 1970. 528 p.

22. Yukon Territory. Department of Education. Teaching in Yukon. Whitehorse: the Department.